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ABSTRACT

Policies, plans, and programs for development and innovation in Egyptian education are discussed. Chapter 1 focuses on the fundamentals of general education in Egypt, examining fundamental traits of Egyptian society, local and international variables, general trends of educational development and innovation, traits and goals of future education, and basic principles guiding educational development in this country. The latter include education for deepening democracy, for comprehensive development and productive work, in the context of Arab cultural identity, and as a lifelong process. Chapter 2 introduces a strategy for implementing the new educational policy. General principles and outline of the proposed plan are considered in chapter 3. Also considered are programs for developing: (1) the structure and context of education; (2) educational welfare, evaluation techniques, and student inflow rates; (3) teacher education and training; (4) buildings, equipment, and educational aids; and (5) educational administration, data and research systems, and funding. (JN)

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DEVELOPING & INNOVATING EDUCATION IN EGYPT :

POLICY, & PLANS

IMPLEMENTATION PROGRAMS

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In the name of God, the Beneficent,
the Merciful

Preface:

In September 1979, the Ministry of Education submitted a 'working paper' concerning the development and innovation of education in Egypt. The paper embodied an objective analysis of the realities and problems of education, a vision of the fundamentals of our society and the goals of its development, as well as the directions of its onward move toward the future. In the preparation of that 'paper' there was an attempt to take into consideration the lessons derived from the past and the new educational concepts and technologies introduced in the national, Arab and international fields. The paper furthermore put forth certain strategies for change in education, spotlights of a vision of tomorrow's education, as well as a number of queries about many a point and several proposals for and alternatives to programs of future education.

In the preparation of that 'paper' care was taken to stick to the broadlines so that the outcome may be an opening for dialogue, not a conclusive thought and so that the act of evaluating and crystallizing "thoughts on reform", together with reform policies and implementation programs may turn out to be a socio-democratic action to which all those concerned with such reform, be they insiders in the field of education itself, leading amongst whom are the teachers, or outsiders including the political, popular, social, cultural and economic bodies, contribute with a share of opinion and reasoning, consequently participating in implementation.

The 'Working Paper' embodied the following main issues:

First: Society and education.

Second: An analytic view of the realities of education in Egypt.

Third: Why change and inovation in education ?

Fourth: Strategies for change in education.

Fifth: Features of future education.

Sixth: Proposed Programs for effecting comprehensive change in education,

To establish a link with the next step of crystallizing the "thoughts on reform" and getting to know the features pertaining to the plans and programs for such reform we may sum up the content of that "Paper" under the following headings:

Society and Education:

Real progress in a society depends on certain basic factors: human, cultural, social, economic and political, in addition to whatever prevails in the society as a whole in terms of spiritual, moral and humanitarian values. Education comes in the forefront of the basic services to which all people without exception must have access in view of the prominence of education as an effective tool of securing political freedom as well as social and economic liberation.

Education is - as commonly known - an effective force in the development of the individual and the elevation of societies. Furthermore, it does not have inherent qualities and traits of its own, but rather derives those from the substance of social, cultural, economic and political factors prevailing in society.

The Egyptian society with its deeply-rooted cultural traits has been constantly and dynamically on the move towards development and promotion if its own life in all domains. Therefore, it is only natural that the educational movement concurs with the developmental movement of society, that it influences as well as be influenced by it.

The revolutionary experiments f Egypt have culminated in great accomplishments which are evident in the realities of our life. They have also given rise to principles and trends that have been incorporated in its constitution as guidelines for its present and future action. The constitution has emphasized social values and highlighted the basic national, political, social and economic features of the society. While many of those features have their bearing and effects on education the constitution includes a number of specific stipulations exclusively related to education.

In the light of these principles and fundamentals education has accomplished a great deal, but still aspires to more accomplishments in view of the social, economic and political changes that have characterized our society in recent years following the May Revolution, the great October victory and the rebuilding of society.

An analytic view of the realities of education in Egypt:

The 'Working Paper' reviewed the existing conditions of education in Egypt coming up with an evaluative analysis that reveals the positive and negative aspects encountered. The results of this analysis were as follows:

1. Since the outbreak of the July, 1952 Revolution Egypt has witnessed a tremendous growth of education in its

various stages, one that, by past standards, is deemed to be a leap in the educational history of the land.

By virtue of this big educational growth Egypt has managed to meet its needs of the labour required for economic and social development, to take up its responsibilities in the stage of political liberation and to accomplish the great October, 1973 victory. The volume of educational services in the various stages has multiplied to the extent that they cater now for over 7.5 million male and female students enrolled at approximately 14,000 schools and 12 universities.

2. Quantitatively primary education has made remarkable progress in growth; the absorption ratio for children who are 6 - 12 years of age has risen to almost 75 % of the total number of candidates for compulsory education (compared to a ratio of 46 % before the July, 1952 Revolution); the number of enrolled has risen to 4.3 million male and female pupils studying in approximately 10,500 schools.

3. About 5 % of primary school - leavers join the preparatory stage, a positive indication of the prospect of extending compulsory education stage.

4. In quantitative terms the state has managed to channel students into technical education, the number of those enrolled amounting to 552,000 as against 445,000 in general secondary education (a ratio of 55.5 % to 44.5 %). Nevertheless, the need still arises for further modification with regard to types of technical education. In addition, the numbers of enrolees in general secondary education are still beyond the capacity of university education.

5. The educational machinery has tangibly succeeded in training primary school teachers. Sixty-seven (67) teacher-training institutions have been established; the number of teachers in this stage amounts to 140,000 offering services in nearly 107,000 classes. Yet almost 21 % of primary education teachers are holders of non - pedagogical intermediate certificates. The number of university or university - level graduates employed in this stage does not exceed 1 %.

The number of faculties of education has increased to 19; in addition other faculties such as Dar-el-Oloum, the Faculty of Arts, the Faculty of Science, as well as others, contribute to teacher-training in the preparatory and secondary stages. Nevertheless, there is an evident shortage of teachers of Arabic, foreign languages, technical specializations in industrial schools, art education, physical education and music.

6 In accordance with constitutional stipulations the State supervises all types of schooling: no longer are there foreign schools that teach Egyptians syllabi other than our national syllabi. Private and language schools now adopt plans and curricula of Ministry schools.

7. With the big and rapid expansion in the volume of educational services and with no corresponding increase in the numbers of pedagogically - qualified manpower, or in the number of schools and size of equipment needed for them, academic and educational standards in certain areas of the educational process have suffered.

8. The educational administration system is still old - fashioned and conventional and demands a comprehensive revolution in data processing and management systems.

9. The huge efforts so far spent and that are currently undertaken in the field of illiteracy eradication have not been fruitful yet. The stipulation of the

Constitution that illiteracy eradication is a national duty for the fulfilment of which all popular powers should be enlisted is to this moment an unfulfilled hope. Therefore, a total reconsideration of the approaches, techniques and methods dealing with this problem is necessary.

Change and Innovation in Education:

Change in our educational system is a healthy sign that has accompanied the development of our society throughout the ages. And since the outbreak of the July 23 Revolution our society has witnessed sincere efforts and attempts to effect changes in educational systems. Yet Egypt, more than even before, feels the need for the development and innovation of its educational system, for educational resources - having gone so far in the service of Egypt and the Arab world - have become so heavily burdened that there is need to cope with all areas of weakness and to embark on new horizons of innovation and modernization that are compatible with the responsibilities assumed in the stage of rebuilding society and aspiring to prosperity.

Backing the demand for educational change in our country and leading to the accomplishment of such change are those lessons derived from the national, Arab and international experiments as well as that contemporary educational thought yielding new concepts and theories that could motivate change and be in the meantime a guideline for our future action.

Strategies for Change in Education:

The 'Working Paper' reviewed a number of strategies for change in education. These were submitted for discussion to choose from, incorporate into or combine with others. Chief among these strategies are the following:

1. Quantitative expansion in education.
2. Emphasis on the quality of education and its intrinsic and extrinsic efficiency.
3. Giving priority to adult illiteracy eradication.
4. Giving priority to education in depressed areas.
5. Giving priority to education in new communities, liberated territories and deserts.
6. Emphasizing non-formal education.
7. The multi-dimensional and multi-targeted comprehensive strategy.

The 'Paper' then reviewed the principles on which future education depends. These are as follows:

1. Education within the framework of the new concept of life-long education.

2. Education within the framework of comprehensive socio - economic development.

3. Education in the context of Arab cultural identity.

Within the framework of the aforementioned strategies and features of tomorrow's education the 'Working Paper' dealt afterwards with suggested programmes for effecting educational reform.

Therefore, it is only natural that Egypt, while currently reconsidering foundations for development, for social, economic and political build-up as a means of reaching prosperity, deepening the roots of democracy and implanting human rights, should turn her attention to education with a pause to evaluate its achievements in terms of output, to make an assessment of the difficulties it has faced, and to determine what it should ideally be like in order for it to perform its duties and assume its responsibilities in this new era in the life of the nation. This is to be done through developing and innovating it, acting on the assumption that education is an effective force in developing the individual, bettering life in communities and achieving progress in them.

Being one of the most fundamental national issues the issue of education was made the subject of discussion and dialogue on the largest possible scale with a view to getting to grips with those trends that reflect "thoughts on reform" so that in their light a shift could be made to the stage of planning and setting the framework for programmes of educational development and innovation.

With this in mind the paper was submitted to the People's Assembly Committee on Education, the various political parties, the National Council on Education, the popular and Local Government bodies, professional associations leading amongst which is the Teachers' Association, the Ministry's machinery, provincial educational directorates, universities as well as all ministries. The 'Working Paper' has also been referred to the Ministerial Committee on Services and has been publicized by the press and various other mass media which commented on and analysed many of the educational issues.

As a complementary step in this direction the Ministry formed a major committee for the discussion of educational reform and innovation. Besides education experts from the Ministry, the National Center for Educational Research and education faculties the committee had representatives from the National Council on Education, Teachers' Association, religious dignitaries, and experts on planning, population, economy, law, sociology, as well as representatives from the People's Assembly and the Arab League Educational, Cultural and Scientific Organization.

The aforementioned bodies - together with an abundant number of individuals expressing views through mass media - have responded with a discussion of the Working Paper, contributed profusely and put forward constructive views within the context of formulating 'thoughts on reform', proposing a variety of executive steps in preparation for implementation and for bringing forth to actual reality the required change. The UNESCO Regional Bureau for Education in the Arab Countries has also shared with a praiseworthy effort in preparing this study.

In this respect it is worth mentioning that during the school - year 1979/1980 and while the dialogue on educational reform was going on the Ministry had access to a number of experiments and studies aimed at paving the way for and participating in comprehensive development. The following are examples:

- The experiment of basic education in approximately 650 schools:

Basic education is the new form proposed for generalization in primary and preparatory stages extending compulsory education over a period of nine years and adopting the principle of linking education with productive work and the life of the young with actual conditions in their environments.

- The experiment of the one-class school in about 4,500 localities:

  The one-class school represents one form of non - formal education in hamlets and small villages for those who have not had previous access to formal education, those who dropped out or failed to continue their formal education successfully.

- The Comprehensive Secondary School Experiment:

  Carried out in two secondary schools in Tanta and Sohaj.

- Development of technical education curricula and specializations:

  A joint effort to be undertaken by the National Centre for Educational Research and the technical education sector. The development is to take place with the beginning of the school-year 1980/1981.

- Development of teacher-training curricula:

  To start as of the year 1980/1981 jointly by the National Centre for Educational Research, the primary education sector and teacher-training schools.

- In-service training project for primary school teachers numbering almost 140,000 males and females: The project aims at upgrading their level of performance to that of pedagogically - qualified university graduates. The project is undertaken by the Ministry in conjunction with the faculties of education and is scheduled to start with the beginning of school-year 1980/1981.

- Project for training technical education teachers at the faculties of education:

  The project is scheduled to start in 1980/1981 as a joint effort by the Committee on Educational Studies stemming from the Higher Council of Universities and the technical education sector.

- Project for training second stage teachers:

  Undertaken jointly by the Ministry and the faculties of education.

- The completion of several studies, researches and applications in the field of evaluation sponsored by the National

Centre for Educational Research in conjunction with the faculties of education and the concerned departments of the Ministry.

Those efforts represent positive steps on the path of development and total innovation scheduled to start in the school-year 1980/1981.

In the light of all this the Ministry of Education submits this report on the policies, plans and programs for developing and innovating education in Egypt. The report embraces features of such development and innovation within the following outline:

- Essentials of general policy for education in Egypt.
- Strategy for implementation of the new educational policy.
- Plans and programs for developing and innovating education.
- Means of implementation.

While the report has by necessity dealt with basics of general educational policy in Egypt and has highlighted the principles undrlying its movement and the features as well as objectives of tomorrow's education, thus presenting a basic pool of thoughts from which to derive the comprehensive strategy for implementation of that policy, its next important step has been a serious confrontation and actual tackling of the problem of education in its totality. This has been presented in the report in the form of plans and definite programs for this reform suggested by an integrated network of tens of major and subsidiary programs dealing with various aspects of education including its organization, structure, curricula, techniques, evaluation, necessary manpower, administration, data processing systems and educational research, funding and the time required for the implementation of all these programs.

The report ends up with a practical view of implementation methods and plan of action as represented by a detail of subsidiary programs related to every major program, a list of tasks and activities, naming of bodies concerned with preparation and implementation, as well as the timing expected for each program.

We are aware initially of the vast scope of national action we are about to embark on with regard to its comprehensiveness, depth and effects as well as to what it demands in terms of scientific precision, objectivity and seriousness. That is so because expansion of pre-school education, reformulation of primary and preparatory stages curricula in the light of basic education philosophy, extension of compulsory education over nine years, applying this in almost 13,000 schools, re-training about 140,000 primary stage teachers and elevating their standards to be equal to the level of pedagogically-qualified university graduates, training of technical school teachers in special departments at the faculties of education, linking the curricula and specializations in technical education with the actual needs of the labour market and the demands of comprehensive development plans, developing secondary education curricula and diversifying its range of interests, adoption of modern educational and evaluation techniques, updating educational administration, application of modern data processing systems, making available the buildings and facilities needed for a rightly - guided educational process at an estimated cost of L.E. 710 million including the establishment of 4100 schools to do without the dual-shift system in the various educational stages - all these programs incorporated in the network referred to previously cannot take place overnight, particularly under the present circumstances in which well-established educational patterns and methods have remained stable over decades.

The move for developing and innovating education will start now and with the beginning of the school-year 1980/1981 at the various levels (Ministry of Education - Governorates - Local directorates). Implementation will then follow an escalating pattern as the inter-dependent programs and plans grow larger until all aspects and features of development and innovation are well-rounded in the mid-eighties. Egypt will then reap the fruits of this tremendous work during the second half of the decade.

On taking steps for this major scientifically - based national action honesty dictates that the community of people who shared with their own views in formulating the "thoughts on reform" should be made aware of the amount of work, effort, potential and time needed for implementation.

We do embark on this action with absolute confidence in creative Egyptian intellect, with a background of our own experiences in facing challenges and our readiness to exert limitless efforts in order to develop and innovate our education bringing it up to the level of coping with its major responsibility of effecting comprehensive development, rebuilding the Egyptian society, emphasiging the freedoms of its individuals and providing means of their progress security and prosperity.

May God guide our steps.

Dr. Mostafa Kamal Helmy
Minister of State for
Education and Scientific
Research

July, 1980.

Chapter One

Fundamentals of General Educational Policy in Egypt

In any society the policy of the educational system is a basic component of the general framework of that society reflecting its characteristics, its basic features and the intellectual patterns that are prevailing in it. Therefore, such policy is an incarnation of the society's objectives, its ambitions, struggle and laborious effort for political, social and economic liberation from a standpoint of the present circumstances and existing factors as well as in relation to the image it has for its future.

In this respect there are certain basic assumptions on which the general educational policy depends amongst which are the following:

1. That modern education is a system for life, that it lasts as long as an individual lives, that it is related to the change in the individual's role in society, such a change that is influenced by his age and professional growth. The modern educational system therefore deals with all stages and aspects of human growth and development, and involves the various institutions that contribute to the preparation of an individual for a

free, productive and fruitful life.

Consequently, we should, when dealing with the modern system of education, take into account the interacting relations between the various institutions that influence the education of the individual and the progress and development of the society.

2. Modern education is one of the fundamental systems of society; it has its own characteristics which are derived from the society's past, present and future. It is furthermore a socio-economic sector that rightly and deservedly receives a big share of public expenditure. In purely economic terms the modern system of education is considered the biggest "investment" in modern societies. With a system of that nature any amendment or modification should come in the light of a long-term comprehensive strategy.

3. Modern education, though an independent system that has its own characteristics, is still part and parcel of the social system as a whole. While affected by the other systems it also affects them. It is a must therefore that strategies and plans for educational development should observe the interwoven relations between education and the various other social, cultural, economic and political activities in the society.

This indicates that the responsibility for educational development should be a national duty and that its strategies and plans should integrate with the strategies and development plans of the society at large.

4. Modern education equips the human being for life in an age of rapid change, one in which distances have been made narrower, capabilities for communications and contacts made greater, and human muscular effort reduced to a minimum to give rise to an intensified interest in mental effort at its best and with its glorious manifestations. These are only steps on a long way; exploring the future horizons of this way depends on the knowledge and skills available to individuals.

Under such circumstances modern education is guided by the essential traits of a society and the existing local and international variables. From these it predicts future possibilities and tries hard to prepare individuals in a dynamic context having provided them with the basic foundations of values, knowledge and skills which enable them to interact harmoniously and effectively with events.

In view of these assumptions general educational policy in Egypt emerges from two major sources:

A. The Egyptian society's traditionally accepted fundamenta traits evident in the principles and attitudes embodied in the constitution, our guideline for action which incarnates the struggle, experience and hopes of the people of Egypt.

B. Local and international variables which influence what the society requires of its educational system as well as affects the nature of this system and its demands of society.

(A) Speaking of the fundamental traits of the Egyptian Society:

The demand for change in our educational system transcends this time mere reform or rectification of what exists. It is rather a search for innovation and for effecting basic and comprehensive changes in it in view of the fateful challenges: political, social, economic and cultural which our society faces at present and in the future.

Egypt lives nowadays through a new phase in the history of her struggle. The essence of this phase is a shift from revolutionary legitimacy to constitutional legitimacy on a basis of socialist democracy, the full retrieval of sovereignty over her territory, wealth and destinies. It also involves perseverence in fully completing her economic structure with all that is related to it in terms of mobilisation of resources and energies for the purpose of building and reconstruction.

In addition, this current phase implies implanting the basic features and characteristics of our cultural identity.

Egypt has had all this outlined in her constitution which has delineated her true character and defined the framework of her movement towards the future. It is therefore an obligation that education be fundamentally and totally revised and so be its development strategy so that it may assume its positive and effective role of converting the text of the constitution into realities of policy and plans for the development of the new Egyptian citizen and the rebuilding of the Egyptian society in a more progressive and advanced form.

The general educational policy in Egypt derives its bases from constitutional stipulations that reveal the status quo, ambitions and hopes of the people of Egypt. These are as follows:

- The Arab Republic of Egypt is a democratic socialist state.
- The people of Egypt form part of the Arab nation and strive for realisation of its comprehensive unity.
- Islam is the official religion of the State and Arabic is its offcial language; the principles of Islamic law are the main source for legislation.

The people are the only sovereign and are the source of all authority; they practise and protect this sovereignty.

- Citizens are equal before the law and have equal rights and duties.
- Personal freedom is a natural right, is protected and kept intact.
- The family is the nucleus of society and is founded on a base of religion, morals and patriotism.
- The state is keen on preserving the genuine nature of the Egyptian family.
- The society commits itself to the promotion and protection of morals and to establishing genuine Egyptian traditions; it is its duty to observe an elevated standard of religious education, moral and national values, historic heritage of the people, socialist behaviour and public decorum; the state is committed to observing these principles and having them established.
- The state guarantees the protection of motherhood and childhood, cares for offspring and youth and provides the suitable climate for the development of their talents.
- The state guarantees cultural, social and health services and in particular takes action to make these easily and regularly available in villages with the aim of raising

their standard.

- Work is a right, a duty and an honour guaranteed by the state for all.
- The State guarantees equality of opportunity for all citizens.
- The society is based upon social solidarity.
- The national economy is organized in accordance with a comprehensive development plan.

Though it is taken for granted that all these principles and basic traits have their echoes and effects manifested in education the constitution assigned to education certain definite stipulations. Foremost among these are the following:

- That education is a right guaranteed by the State, that it is compulsory in the primary stage, and that the State makes endeavours to prolong the compulsory term so as to cover other stages.
- That education in the various stages is free in all State educational institutions.
- That the State supervises education as a whole and guarantees the autonomy of universities and scientific research centres in an endeavour to secure the

link between education and the needs of society and production.

- That religious education is a major subject in educational curricula.
- That eradication of illiteracy is a national duty for the accomplishment of which all the people's capabilities are enlisted.

(3) As to the local and international variables:

Egypt has been - and will eternally be - a cradle of civilization and one of its important sources. From her position in the heart of the world, which is donated her by God, Egypt used to be perpetually affected by international variables, absorbing them and assimilating them into the body of her own values and local variables and from all of these producing the new unique pattern with which to influence her own surroundings.

Yet however capable Egypt is of assimilating international progress and contemporary variables of the age she remains true to the ancient traditions that have characterized her throughout thousands of years. Her means of accomplishing this is her educational system that combines both innovation and genuineness in the hearts, emotions, minds and culture of new generations.

With regard to local variables:

We see aspects of change clearly in many of the fields in our Egyptian society. Leading amongst these areas of change is the implantation of constitutional legitimacy, the formation of political parties, the consolidation and deepening of democratic practice, the new role of professional and trade associations and the adoption of the principle of comprehensive social, cultural and economic planning for purposes of development, as well as the implementation of decentralization through local government system.

Other areas where such change is being noticed is the openness of the Egyptian society to the culture, thought and economy of international communities, extending the transfer of sophisticated technologies to many fields including the High Dam construction project, the Suez Canal and other building and reconstruction projects, serious studies made to re-plan the population densities map of Egypt, land reclamation and cultivation, creating new settlements, use of new nontraditional energy sources, profiting from data made available by satellites and remote sensing equipment in discovering natural, mineral and oil wealths in the Valley and the Egyptian desert, use of computers in various services and production operations, as well as automatic control.

The country has tended as well to give more attention to comprehensive rural development, to electrification and industrialization of the countryside, development of communications, making overall scientific plans to deal effectively with problems of food security and housing, in addition to encouraging such efforts made to guide housing policy and resist environmental pollution. Side by side with these there is the reaffirmation of Egypt's status and role in international and regional organizations.

All these variables and tendencies face the Egyptian citizen with fundamental and fateful challenges, namely the challenge for comprehensive social and cultural development, have their direct effect on the policy, plans and programs of education in Egypt demanding a re-organization of its structure and content and an expansion of its domain so that its function may go beyond the limits of its institutions and cover national action on the largest possible scale through formal and non-formal education channels.

As to international variables:

Both our present and our future are subject to interaction with current changes in the world as a whole. And in the light of an interpretation of contemporaneous international indicators we may explain some aspects of the future as follows:

- Increasing rates of scientific and technological development:

  Such development is apt to make any formal education, no matter how lengthy, incapable by itself of catching up with that development, a situation that calls for the existence of a life-long educational umbrella that incorporates formal education and one that is non-formal which is to be sought by the individual during his life cycle.

- An increasing effect of the results of scientific and technological advancement on human life. Leading among these results are the following:

  - The growth of interaction between science and technology to such an extent that the line of division no longer exists and the time needed to a make a certain scientific discovery applicable in the service of man is cut short.

  - The intricacy of human experience and knowledge, the multiplicity of its branches and the emergence of new sciences and specialisations, while in the meantime the need arises for the integration of certain branches of knowledge.

  - Development and sophistication of means of production and diminishing value and importance of human muscular work while the role and weight of mental work grow.

- Man's growing ability through synthetic chemistry to use alternative resources that replace resources directly obtained from nature.

- Man's transcendence of his traditional natural boundaries thus dealing with infinitely huge worlds in 'space' and infinitely minute ones such as 'the atom and its components'.

- The availability of more scientific data and information which augment man's understanding of many of his affairs and of his future outlook to local and international surroundings as well as to his biological environment.

- The growth of interaction between human cultures with emphasis on the accomplishments of the human community comfirmed in international agreements.

- Growth of international economic and cultural relations and prominence of the role of world and regional organizations.

- An increase in the average age of humans by virtue of modern medical discoveries and an improvement of public health standards.

- Greater demand for labour forces of a higher educational level.

The Egyptian citizen witnesses the birth of all these changes. They have their impact on him and therefore place responsibilities on the Egyptian system of education committing it to taking action so that the Egyptian individual is developed in such a way that provides him with means of a harmonious and efficient interaction with these changes.

General Trends
of
Educational Development and Innovation

The general trends for development and innovation of education in Egypt emerge from the basic characteristic features of society as stipulated by Egypt's Constitution, as well as from local and international changes that influence our society. These general trends are evident in the following:

1. Education is one of a number of basic needs of each individual in society as important as his need for food, shelter and health services, and if efforts are not united to meet at least a minimum level of all these needs - particularly among the culturally and economically less - favoured - the effect on education will be negative and its effectiveness weakened.

2. Any reform or development of education must take place within the framework of a total view of all its aspects and in the light of integrated cultural, social, economic and national relations of society. This should all be inspired by comprehensive planning and clear and definite programs that include human, technical and material aspects together with the time limit necessary for implementation.

3. Education is never a true investment except in proportion to its human, social and economic return that is commensurate with the effort and money spent on it. The economic value of education as represented by developing the learner's ability to create and increasing his productivity in the labour market and the field of citizenship after graduation is a basic criterion that should be observed when reconsidering the structure, content and methods of education.

4. The teacher is a decisive factor. He should be given top priority with regard to pre and post-service training, observing all aspects of his life and involving him in every process for change or development.

5. By itself formal education has a limited capability for effecting socio-economic change in the society. The other social, economic, cultural and political forces must be taken account of when planning this change.

6. Non-formal education in homes, places of worship, mass media, job sites, youth organisations, political parties, trade unions and others is a segment that both complements and influences formal education. Therefore, social, cultural, economic, trade-unionist and political activities and institutions represent educational resources and opportunities that should be

profited from in enriching the educational process within a framework of integrated and life-long education.

7. Mass media, whether the press, the radio or television, are a great potential that should be invested to serve the purpose of disseminating culture and education.

8. 'Self-education' is one of the most important abilities that should be developed in individuals so that they may be able to adopt a 'life-long education' pattern.

9. Equality of educational opportunity is not merely an equality of opportunity with regard to chances of admission to formal education, but is rather an equality of opportunity in relation to chances of pursuing education with successful achievement and accomplishment and all that this entails in terms of intensifying care for socially and culturally less-favoured children as well as offering even opportunities for rural and urban communities.

10. Creative thinking, self-sought solutions, popular efforts, commitment to values and principles and a greater devotion to the teaching profession are all important elements to be counted on, besides financial resources for the development and innovation of education.

11. The reform of educational administration and the establishment of an efficient data and educational research system are two main approaches to educational reform and development.

12. Central educational machinery and research centres should devote themselves to policy-planning, follow-up and evaluation processes while actual implementation should be fully the responsibility of local authorities which should take part in planning policies and be provided with the necessary measures of flexibility, particularly in the field of linking education with the environment.

Basic Principles Guiding Educational Development in Egypt:

Inspired by the philosophy and fundamental characteristics of the Egyptian society as well as by the general trends of educational development and innovation the following represent the basic principles that guide the move for educational development in Egypt:

1. Education for deepening the roots of democracy:

Education for the sake of establishing the foundations of democracy does not only mean equality of opportunity, provision of educational services to every individual and enabling that individual to develop to the maximum his talents and mental abilities qualify him for, but more important it means the development of the democratic character that is aware of the common good, for which it devotes itself, that thinks scientifically about social issues, that knows the give - and - take, that respects the opinions of the majority, is keen on joining hands with others, is capable of partaking in decision - making and adopts democratic ways of correcting a course of action.

The fulfilment of this principle involves the following:

A. Availability of the necessary share of formal education for all people.

B. Being committed, when defining the content of education at all stages, to the fundamental characteristics of society and its public interests while observing the needs of the various classes of people.

C. Planning those activities and programs that teach individuals their rights on the one hand, and on the other organize and achieve the individuals' performance of their duties toward society.

D. Practising democracy in educational administration whether on the central or local levels.

2. Education for Comprehensive Development and Productive Work:

The relation between education, work and labour is one of the most important issues occupying the thoughts of societies however different their social and political systems may be. And it is taken for granted that education should be viewed in the perspective of comprehensive development and the basic functions it assumes in such development. The most important of these functions are:

- Education on a life-long basis is the main source for the supply of skilled and trained technical, scientific and administrative cadres that guarantee an acceleration of production, investment and technological growth, the improvement of services and development of project administration. All this involves the optimum use, protection and purification of the natural and cultural environment.

- It is education that secures the availability and presentation of theoretical and applied scientific information which constitutes the primary structure for development.

- Education is a basic factor in the accomplishment of peaceful social change on a basis of justice and equal opportunity for individuals as well as for different localities.

- Education, being the main goal of every development, endows the individual with basic traits that secure the assertion of his humanity, dignity, ability for self-realization and contribution to the building and progress of his society.

Education in Egypt has undertaken an important role with regard to meeting the demands of comprehensive development during past decades; its contribution has not been confined to development in Egypt but has extended to many Arab and African countries. And as the people had a strong desire to take educational opportunities in the wake of the national July 23, 1952 Revolution there has been an increasing social demand foreducation which led to its tremendous expansion. That expansion was so huge that, in addition to other economic factors, it had the ultimate consequence of lower educational standards.

Furthermore, the educational system has been influenced by a purely economic outlook which directed attention to the preparation of cadres necessary for development plans and forced education into an increasing rate of quantitative growth.

Responding to both the social and the economic demand for education the educational system has caused education to spread widely thus converting it, truly and justly, from an education for the few or the elite to a popular education for the masses.

Education continued its expansion at these high rates of growth that exceeded, due to certain economic circumstances that Egypt had witnessed, economic development rates. The result has been an excess of qualified graduates greater than the number of available work opportunities. Consequently there emerged the phenomenon of 'unemployed graduates' in some specializations and the shortage of 'specialized graduates' in certain other fields.

This situation which resulted from incompatibility of educational expansion with economic development rates (especially since development rates in the early sixties ranged from 5 % to 6 % dropping to 1 % in certain years following the 1967 war) gave birth to certain views calling for restricting education, particularly in its higher stages. But such a view has its own risks. The sound solution lies in two connected and integrated processes, namely:

A. Increasing economic development rates with the result of making available new productive work opportunities. The recent economic development rates in Egypt amounting to 9 % annually are promising.

B. Rationalization of education, augmenting its efficiency and ability to respond quickly to the changing needs of development, and linking it with the genuine needs of development plans so that there will be no surplus of graduates in particular specializations or shortage in others.

This process which requires a balance to be maintained between educational growth and socio-economic development is sensitive to changes in the techncicalities involved in it. This is particularly true in view of the possible absence of accurate data concerning specialized labour force needs over a certain period of time which is adequate for their training and is compatible with the nature of the educational system giving it time to supply these needs opportunely.

Under all these circumstances and in order to realize this principle education should take into consideration the new effective development strategies in the coming two decades. Most important among these are strategies for satisfying the basic needs of the citizen, devoting attention to new environments, turning to new horizons of development in deserts and new communities and to integrated development projects, improving productive competence and application of sophisticated technologies with all this entails in terms of new educational forms and techniques.

3. Education in the Context of Arab Cultural Identity:

Cultural identity is one of the basic aspects that should be taken into consideration in every sound socio - economic development process. Needless to say that Egypt has transcended the stage of discovering herself and defining her identity, for her nature is an Islamic Arab nature with the constituent elements of a great heritage, language, genuine moral and religious values, continual pursuit of learning, struggle for political and economic liberation, big hopes of freedom and progress, besides a preservation of heritage, language and values and keeping up the spirit of struggle and diligence as well as building up the Arab scientific and technological self-power which makes the Arab nation truly capable of progress.

As Egypt embarks on rebuilding her society adopting comprehensive development as her means it observes, in addition to the required scientific and technological activity, the preservation of her cultural identity as one of the characteristic features of her approach to comprehensive development.

4. Education as a Life-long Process:

In the light of the rapid changes in the achievements and applications of science, as well as the demands of local and international socio-economic change life-long education becomes one of the important requisites of modern communities and an important principle adopted by modern educational systems. Yet life-long education is not a substitute for formal education; it is rather a wider framework for it providing proper educational opportunities for every individual, at every age and in every specialization so as to keep up with the progress of society. With regard to its content, organization, stages, admission regulations and evaluation systems this type of education requires greater flexibility, openness to life and contact with it. It further demands the integration of formal and non-formal educational institutions opening the channels that link them so that each complements and strengthens the role of the other.

In view of these circumstances education is required to do the following:

A. Extend the range of education and multiply its institutions so that it is not confined to formal education in its known conventional forms but should expand to benefit from the numerous religious, social, economic, co-operative, productive, trade-unionist, popular, mass-media and political institutions that could contribute to the orientation, education and training of society members.

B. Remove barriers between formal and non-formal education in the light of a comprehensive view of training individuals, offering them various and varied educational opportunities so that it becomes possible for every individual to benefit from the variety of educational forms made available in accordance with his own circumstances and potentialities.

C. Look upon the development of the ability to educate oneself as a major goal within the framework of life - long education. This could be made true if formal education offers the basics and core of learning that enable the individual to pursue his own education in the various specializations and fields on his own counting on his own special abilities.

D. Provide and make available such social and economic incentives that would make continued education a necessity and an important matter to all individuals. Of primary importance is attending to the abilities of individuals and the competence they acquire through continual self-development. The achievement of an individual should be one of the criteria for his professional and social promotion and should result in the betterment of the socio-economic status of individuals.

Traits and Goals of Future Education

The traits, goals and system of tomorrow's education is defined in the light of the fundamental traits of the Egyptian society and the general trends of development and innovation of education in Egypt. Following are those traits and goals that are characteristic of future education:

1. Implanting religious and moral values in the hearts of individuals, asserting the freedom of man and giving full rein to his mental, creative and productive capabilities.

2. Developing pride in the Egyptian character, while at the same time developing trends and values of Arab and Islamic belonging as well as humanitarian values and trends.

3. Inculcating the sense of belonging to society and preserving its basic traits while emphasizing the concepts of social justice, social peace and national unity.

4. Maintaining a balance between the rights and duties of the individual within the framework of principles of democratic socialism.

5. Ensuring equality of educational opportunity at all stages, whether at the level of the individual (males and females) or of localities (rural and urban), while providing a maximum of flexibility within the educational system so that it may allow for maximum individual and environmental differences.

6. Not being confined to a recognition of the right of every individual to an education of the traditionally known formal type, but providing through future education alternative and varied educational opportunities.

7. Preparing individuals to accept change for the sake of development and progress and to participate positively in paving the way for it and effecting it.

8. Causing the spirit for innovation and creativity, for acquisition of basic learning skills and for continued pursuit of learning to replace the style of rote-learning and memorization which centres attention only on factual details and information.

9. Effectively contributing to the supply of the society's social, cultural and economic development plan needs and

keeping a dynamic link with productive work and environment on a basis of respect for work and contribution to solving environmental problems.

10. Ensuring the positive behaviour of individuals in facing life situations and solving its problems, a behaviour that would be evident in a rational scientific thinking, initiative - taking, creativity and cooperation with others within a harmonious entity of which the individual is the cornerstone.

11. Developing an anticipatory insight into the future when dealing with problems of the present day building on a firm basis of all that is genuine and magnificent in our cultural heritage so that education develops the spirit of combining elements of authenticity, contemporaneity and futurity.

12. Emphasizing the joint national responsibility for education so that education, with regard to policy, goals, content and administration, is thought of as the joint responsibility of all the social, economic, cultural, political and people's organizations in accordance with policies and national plans to be agreed upon.

CHAPTER TWO

Strategy for Implementation of The New Educational Policy

There are several patterns of strategies for the implementation of educational policy. Some were previously tried by our society. These vary from a strategy for quantitative expansion to a strategy for emphasis on the quality of education. They also include the strategy for giving priority to poor and depressed areas, new communities, liberated territories and deserts, as well as the strategy for emphasizing non - formal education ... etc.

Each of these strategies has distinguishing advantages and characteristics, yet each is related to certain specific social and economic conditions and realities.

During the last twenty five years the strategy for quantitative expansion directed the movement of education in Egypt. It gave priority to the absorption of the greatest number of our children in the various educational stages and had good results in the beginning since it led to a great increase in the admission and enrolment rates which have multiplied compared to the rates in the early fifties. For in 1953/1954 the total number of enrolees in the primary stage amounted to approximately 1,400,000 male and female pupils; in 1979/1980 that total reached almost 4,300,000 male and female pupils standing for 75 % of the children in the age-group 6-12, with a rate of increase during that period of nearly 207 %.

In 1953/1954 the total number of enrolees in preparatory schools amounted to approximately 350,000 male and female students. The number rose in 1979/1980 to about 1,600,000 representing nearly 55 % of the children in the age-group 12-15 and with a rate of increase during that period of almost 357 %.

In secondary education the total number of enrolees in all types of secondary schools did not exceed 135,000 male and female students in the school-year 1953/1954. The number rose to almost 990,000 in 1979/1980 which represents about 40 % of the youth in the age-group 16 - 18 with an increase rate during that period of nearly 626 %.

Several circumstances dictated the adoption of that strategy which had negative effects on the quality of education since in many instances the expansion occurred at the expense of the quality and potentialities of education. This is evident nowadays in the obvious shortage of school - buildings, equipment and educational tools, the inadequate rate of inflow and the drop in productivity in the field of education.

In a society that asserts every citizen's right to education this type of educational strategy cannot be excluded, yet there remains the basic requirement of having it integrated with other strategies that ensure a combination of quantitative expansion and an improvement in the quality of education.

Therefore, the strategy of emphasis on the quality of education is looked upon as an important requirement of our new educational policy. Recently this strategy has gained attention following an accumulation of the negative effects of the quantitative expansion strategy. The essence of this new strategy lies in the development of educational elements (inputs), giving priority to their regeneration and consequently improving the performance capability of the system (i.e. its intrinsic efficiency) and augmenting its social and economic output (i.e. its extrinsic efficiency). This could be realized through ensuring better inflow rates in the educational system, making it much more compatible with life and appropriate to meeting the demands of the developing labour market, as well as through raising the intellectual and skill levels of graduates, enhancing their potential for productive performance, fruitful work and life-long education.

Together with the two strategies for quantitative expansion and emphasis on the quality of education other priorities are stressed by virtue of the fundamental traits of our Egyptian society and the demands of local and international change.

Perhaps one of the leading priorities among these is to turn attention to those communities that have had no access to educational opportunities due to failure to have the tide of quantitative expansion reach them, or to those segments of the community that have abandoned education in the early stages as a result of its qualitative inefficiency. Such are the illiterate adults for whose benefit one of the educational strategies, namely the strategy of giving priority to adult illiteracy elimination, is meant. This strategy acquires importance in view of the human right of adults to have educational opportunities made available to them. Its importance is further related to the positive effects of adult education and adult illiteracy eradication on socio-economic development. In order for this strategy to yield the desired fruits it should be integrated with the rest of the other educational strategies. This strategy also seems important in the light of the fact that a high ratio of illiterates among the ten - plus population in our society still exists. It amounts to 56.5 % and is higher among females, amounting to nearly 71%, while it drops among males to nearly 43 %.

Another priority is given to the assertion of everybody's right to education with a view to establishing democracy in all its aspects. This requires that a special effort be devoted to the provision of educational opportunities in depressed areas. It is evident from the analysis of actual conditions of education in our country that a great many of those not enrolled in educational institutions are in such areas. Education cannot have them within its bounds unless intensified efforts are devoted to them within an integrated framework of which various other socio - economic development institutions are part and in the light of the Strategy of Giving Priority to Education in Depressed Areas.

Furthermore, there is need to exert educational efforts which are related to major developmental projects in our country. And it is in the light of the current efforts devoted by the State to liberated territories, desert exploitation, reclamation of new lands and initiation of new communities that the adoption of the Strategy of Giving Priority to Education in New Communities, Liberated Territories and Deserts gains impetus.

Finally there is the priority of uniting all educational efforts in the society, regardless of the multiplicity of their sources, whether they be inspired by formal or non-formal educational institutions, so that they all aim at achieving the integrated and continual development of human character.

In many instances non-formal educational institutions can offer educational services to those who have had no access to education or have abandoned it at a certain level but have - or the society has - realized the necessity of resuming their education. The Strategy of Emphasizing Non - formal Education as a means of dealing with numerous educational problems thus gains prominence.

The Comprehensive Strategy of Education:

Our society has experienced pilot experimentation with some of these strategies. Yet, with the comprehensiveness of the principles of the new educational policy taken account of it becomes a must that we adopt a multi-targeted multi - dimensional comprehensive strategy. This strategy combines the merits of all previous strategies. It cares for the quantitative expansion of education meeting the need for providing it to every individual ensuring that its level of quality is such that it would allow for his development and progress. It further attends to the education of every individual thus giving the adult, particularly the illiterate, an equal right to education as the young, focuses on such sectors that have for one reason or another missed access to educational opportunities as well as on new communities, construction projects and liberated areas. Finally, it also focuses attention on providing continual opportunities for the education of individuals whether in the form of formal or non-formal educational institutions. Such a comprehensive educational strategy concerns itself equally well with the betterment and innovation of education. It is the strategy that the new educational policy aims at.

This comprehensive strategy, with its constituent elements, is more acceptable than any other in the present stage as it is capable of achieving the major national goals of making an educated society, and developing the Egyptian citizen who is able to lead his community on the road of democratic socialism and to keep pace with contemporary life. That strategy is also the one that ensures the fulfilment of the basic principles of general educational policy in our society.

On a basis of this comprehensive strategy the tide of educational development and innovation will start instantly and continue in coming years moving in parallel lines, with coordinated and harmonious steps and simultaneously at all levels and in every spot: at the Ministry, in the Governorates and the local directorates. Pre-school education will thus spread within the limits of avialable facilities, basic education will take shape and develop both quantitatively and qualitatively. At the same time secondary education will develop allowing for a variety of study domains; performance levels in technical and vocational education will improve yielding better qualified and efficient graduates; general secondary education will develop and education in new regions whether deserts or new cities will go at a rapid rate of progress. In the Valley education will in the meantime achieve better standards, competency levels of educational administration will be enhanced. school buildings and equipment be made available, efficiency of the content and methods of education be improved and sources of financing and supporting education be developed.

It is the target plan to begin this development in the school-year 1980/1981 and to have most of the basic developments achieved by the mid-eighties so that Egypt may begin reaping the fruits of that change during the second half of the eighties.

All this is to be achieved through the implementation of a plan of action that combines several major and sub - programs all of which jointly aim at honouring the principles of the new educational policy.

CHAPTER THREE

Plans and Programs for Development & Innovation of Education

If the section on educational policy, objectives and trends, as well as the features and strategies of tomorrow's education is an expression of the desired image of education in our society it is necessary to work out a comprehensive executive plan for the development of education so as to make that image a reality. The plan would define the development stages, the projects in each stage, the parties responsible for them and the executive schedules. This is what we are going to deal with in this section of the report.

First: General Principles of The Proposed Plan

A. The proposed framework of the plan is to keep to the basic principles related to educational policy, to the general trends of development and innovation and to the features and goals of future education embodied in this report.

B. It should further stick to maintaining a balance between quantitative and qualitative development of education thus making it possible to provide education for every person while at the same time raising the standard of this education in accordance with the demands of society and of the age.

C. It is to be committed to the comprehensive strategy for developing education, one that has been adopted in view of the realities, needs, aspirations and ambitions of our society as well as in the light of contemporary changes in our age and their repercussions on the local and international levels.

D. It is to undertake the transformation of the principles of general educational policy and the comprehensive educational strategy into definite and clear-cut programs that lend themselves easily to implementation within the limits of facilities provided by society to the educational system.

E. It is to ensure the betterment of the existing educational system simultaneously with the achievement of development so that innovation and development are made compatible throughout the stages of plan implementation.

F. It is to aim at a gradual shift from the existing educational conditions to the targeted image. For despite the adoption of the comprehensive strategy as a pattern for achieving educational development it has been observed, when planning programs, to start with providing the prerequisites and needs of comprehensive development in such a fashion that allows for the escalation and growth of efforts together with the availability of effective elements in the implementation of development policy. The programs have been designed in accordance with the above in order to take into account several considerations most important of which are:

- The gap between the current image of education and the targeted one as well as the human and material resources needed to bridge this gulf.
- The change of already long-established form and content in some of the educational stages demands a preparation for change.
- Care is taken not to make any radical or abrupt changes in education before setting the stage ready for public opinion to accept them and providing every potential of success for them.

G. The framework of the plan guarantees the development of all constituent elements of the educational system since the plan includes a number of programs that ensure the development of the structure and content of education, as well as other programs assigned for the supporting systems accompanying the development process: teacher preparation and training, buildings, equipment and educational aids, development of educational administration, communication and data systems, educational research, and funding of education. In addition, other programs are meant for developing educational welfare, evaluation techniques and rates of student inflow.

Through the implementation of these programs the educational form, content and processes begin a gradual change as of the first year of plan implementation. This change is escalated in the years following the base year as a result of a comprehensive development and the achievement of the executive program's target results annually.

H. It further guarantees joint planning with regard to proposing, designing and implementing programs. In this respect the planned programs have been devised in the light of a large-scale popular participation in discussions of the 'Working Paper on the Development and Innovation of Education'. Several official and people's organisations, leading amongst which is the Teachers' Association, have shared in these discussions. Participation in designing the programs has also been guaranteed since these have been made so flexible that they provide the governorates and local authorities with opportunity to add up to them in accordance with their special needs and circumstances while committing themselves to the prescribed goals and the scheduled times. Sharing in implementation is further guaranteed since governorates and local units assume the major role in implementing most of these programs.

Second: General Outline of The Tentative Plan

A. The implementation of this plan is scheduled to start as of the school-year 1980/1981; its basic elements are to have full shape by the mid-eighties and during the second half of this decade the fruits of this development and innovation are to be reaped.

B. Currently the Ministry has access to the outcome of studies made and efforts spent in recent years. The results of these studies represent the basis for implementation of the plan as of the year 1980/1981. The Ministry had conducted several experimental studies in the last few years with a view to paving the way for comprehensive development. Examples of these studies are the following:

1. The experiment of 'basic education' in about 450 schools.
2. The one-class school experiment in about 3500 schools.
3. The comprehensive secondary school experiment carried out in two schools.
4. Revision of all technical schools curricula and specialisations already accomplished.
5. Revision of all teacher-training institutes' curricula and branching already completed.
6. Accomplishment of decentralization of educational administration.
7. Primary School Teachers In-service Training Project aimed at upgrading their levels to become comparable with levels of pedagogically - qualified university graduates.
8. Project for preservice training of technical school teachers at faculties of education.
9. Second stage teacher education project.
10. Completion of several studies on evaluation systems.

In their totality these efforts represent the starting points for the comprehensive development plan due to be effective starting the school-year 1980/1981.

C. The first year of plan implementation (1980/1981) guarantees the execution of a great number of subsidiary programs that care for mid-way goals leading to the ultimate goals of the main programs. Through these subsidiary programs necessary measures are taken for the development of executive levels in the various other programs. And due to interaction between the educational development programs the network of measures related to these programs has been designed in such a fashion that results from each are mutually beneficial and interrelated.

D. The Ministry has the intention of achieving gradual expansion of the basic education stage and of completing all the studies related to the initiation of this system in the school-year 1980/1981 so that it is generalized in the mid-eighties.

E. Comprehensive development of education finally takes shape when plans and curricula for basic education as well as for general and technical secondary education are finally made effective, and when plans and programs for teacher-training institutes, pre-service and in-service teacher training, evaluation systems and school administration are finalised and carried out.

F. The timely execution of this plan according to the schedule referred to is subject to the availability of necessary facilities provided to the educational sector, to participation in program implementation by official and popular circles whether at the level of central ministries, governorates and authorities or of Teachers' Association and various other popular bodies and organisations.

Third: Education Development Programs

Within the framework of general educational policy in Egypt, of the features of tomorrow's education and the strategy for implementation of the new educational policy the Ministry of Education has worked out the plan for educational development involving several major development programs each including a number of subsidiary programs.

These programs have been systematically designed so that the whole educ tional system has been analysed into sub-systems as well a a group of other supporting systems required for a comprehe sive development of education.

Since the development process is basically concerned with the structure, content and stages of education the first cluster of programs has been assigned to these. The remaining bunches of programs have been assigned to the supporting systems in the development process. These deal cross-sectionally with the elements of educational work and are derived from the first group of programs in such a way that they meet the requirements of developing the structure and content of education.

In this perspective the development plan comprises the following basic programs:

A. Programs for Development of The Structure and Content of Education:

1. Expansion of pre-school child education.
2. Basic education development.
3. Secondary education development.
4. Development of technical education.
5. Promoting education in regions of a special nature.
6. Consolidation of non-formal education.

B. Programs for development of educational welfare, evaluation techniques and student inflow rates:

1. Student educational welfare.
2. Welfare of handicapped and distinguished students.

3. Evaluation and Examinations techniques and systems.
4. Upgrading the efficiency of the educational system through improving student inflow rates, rectification of private education and taking action to step up its level.

C. Program for Teacher Education and Training.

D. Buildings, Equipment and Educational Aids Program.

E. Programs for Development of Educational Administration, Data and Research Systems, and Funding:

1. Educational administration.
2. Communications and data systems.
3. Educational Research and Innovation Systems.
4. Funding education.

It is scheduled that these programs be all started at once, on parallel lines, simultaneously and in perfect harmony and integration, so that their implementation is undertaken at all levels and in all work locations: at the Ministry headquarters, in the Governorates and in the local directorates.

The Ministry has worked out the plan of action with regard to all these programs in the following manner so that the realization of the objectives of each is guaranteed:

A. Programs for the Development of the Structure and Content of Education:

(1) Expansion of Pre-school Child Education:

Educational policy tended since an early time to have kindergartens established. Yet, when the 1952 education laws were issued setting the beginning of the educational ladder at the age of six the responsibility for education before this age was delegated to private schools working under Ministry supervision.

The responses of the various authorities to the 'Working Paper on Developing and Innovating Education' have given prominence to a consensus of opinion on the importance of the pre-school stage as one which is crucial to the formation of child behaviour and character. Therefore, it has become inevitable to look upon nurseries and kindergartens as a social necessity and as the doorway to the educational process that must be attended to by the State as regards the training of nurse-maids, teachers and leaders needed for those institutions, as well as with regard to the undertaking to get them built by authorities, organisations, societies, professional associations, factories and local government bodies provided they are technically and pedagogically supervised by the educational machinery.

The utlimate goal of this is to provide increasing educational opportunities for pre-school children.

Meanwhile, intermediate goals are as follows:

a. Development of kindergarten programs, curricula and activities.
b. Establishment of an increasing number of kindergartens.
c. Organisation of supervision and orientation in nurseries and kindergartens.

Implementation of this program is scheduled to start as of the school-year 1980/1981.

(2) Fostering Basic Education:

Egypt has recently started an experiment of a system for basic education that extends to cover nine school-years with a firm belief that the stage of compulsory education should expand as the society progresses and as its need becomes greater for providing a minimum of necessary education to every individual in the population.

This type of education aims at providing learners with the necessary dose of values, codes of conduct, knowledge and practical skills that are suited to the various environments: (agricultural, industrial, urban or desert) so that those who complete the stage of basic education can ably face life or continue their education in higher stages.

The basic principles of basic education as seen by Egypt are that it is a unified education for all males and females in the nation whether in rural or urban settings, that it is open-channelled qualifying for subsequent educational stages and that it combines the theoretical and practical aspects of education with a keenness on their integration since it prepares the individual to become a sociable citizen who is productive, effective and is in harmony with his local community. At the same time it emphasizes religious education, codes of conduct and national education.

Basic education, with its content and concept, solves the issue of the relation between education and productive work and that of linking education to the environment. It prepares boys and girls to share in development through such practices, practical and professional drills as are embodied in the content of basic education over five years starting from grade five to grade nine in four basic areas that are graded in level of achievement and varied with the variation of environment .

Basic education has the quality of being flexible for it emphasizes the variation of practical skills in accordance with the variation of local environments while observing the close link between them and the activities needed for developing such environments.

Basic education is functional in philosophy as it relates to the life of youths and the realities of their respective environments in such a way that consolidates the relation between what the student learns at school and what he faces in the environment beyond it, with emphasis on application in all that is being learnt so that the external environment and the sites of production and wealth in it could be among the resources of knowledge, research, learning, action and activity for all school subjects.

The relation between basic education and the local community institutions is also very close. Therefore, this type of education goes beyond the traditional pattern that keeps itself closed in within the bounds of the school gate by being open to the environment and its institutions.

There has been a consensus of opinion among the authorities that have discussed the 'Working Paper on Developing Education' on the need to adopt this new form of education in its first stage extending to nine school years.

The ultimate aim of this is to provide educational opportunities to all children between six and fifteen within a framework of basic education.

The intermediate goals are as follows:

a. Immediate development of current primary and preparatory education curricula as a step towards establishing basic education.
b. Transforming the existing primary and preparatory education patterns to the basic education pattern.
c. Expansion of current preparatory schools to cope with the admission of all those who are promoted from grade six to grade seven.
d. Strengthening the local authorities' role of linking basic education schools with organisations and bodies in the local environment.

Implementation is scheduled to start in the year 1980/1981 and to continue gradually until the mid-eighties. It will include the primary and preparatory schools amounting in number to 13,000.

(3) Development of General Secondary Education:

For a long time in the past the only function of general secondary education remained mere preparation for the university. This has led to continual public pressure for joining general secondary education which is targeted by the Ministry to have an annual admission ratio of 38% of the total number of students joining various types of secondary education. And since secondary education is required to prepare students for life as well as prepare them for university and higher education, while in the meantime emphasizing the establishment of religious values and codes of good conduct the Ministry has undertaken several studies related to the development of general secondary education to serve this purpose.

The opinions expressed by the various bodies that discussed the development and innovation of education have shown an almost unanimous agreement on the existence of two types of secondary education:

- General secondary education which prepares students to join university and higher education while also preparing them for life. It is to be observed that the content of secondary education should include a number of compulsory subjects and a group of optional subjects within a more flexible system. It should further include one or two of the vocational areas the student had been involved in during the basic education stage; the level of these activities should be elevated and at the appropriate depth required for the secondary stage. Meanwhile, the Ministry will go on with the experimentation and evaluation of the Comprehensive Secondary School system started in the school-year 1978/1979.

- Technical and vocational secondary education for the training of skilled labourers and technicians. Care should be taken that the specializations are to be linked with the actual needs of the labour market. Building more technical schools in conjunction with production and services organisations, encouraging capital investment projects as well as providing distinguished graduates of these schools with opportunities for continuation of higher education in the areas related to their specializations are things to be emphasized.

The ultimate aim of the general secondary education development program is the upgrading of the efficiency of general secondary education, development of its programs, curricula and evaluation techniques as well as infusing certain vocational training skills into it.

The intermediate goals are as follows:

a. Conducting the studies related to the general secondary education plan including the theoretical, practical and vocational aspects.

b. Conducting the necessary studies on the evaluation of the current general secondary education curricula (in effect since 1975) and undertaking the development of curricula, syllabi and set books, educational aids and evaluation systems as well as reconsidering the branching system and the grouping of compulsory and optional subjects.

c. Introducing into general secondary education curricula certain activities and practical training skills related to those previously practised by students in the basic education stage.

d. Considering the development of the General Secondary Education Certificate Examination in the light of the proposed amendments in the branching systems, the option system and within the context of decentralization.

Implementation is scheduled to start as of the school - year 1980/1981 and up to the middle of the eighties.

(4) Development of Technical Education:

Technical education aims at training a class of skilled workers (in the 3-year technical schools) and a class of technicians (in the 5-year technical schools) in commercial, agricultural and industrial fields.

This type of education has witnessed great quantitative expansion in the last ten years, and for the first time in Egypt's history admission proportions in it have exceeded those in general secondary education.

It is a target to have this expansion made broader so that the ratio of admissions in this type of education exceeds 60% of the total number of students admitted into various types of secondary schools.

With the wide expansion of technical education the Ministry has introduced a total of ninety (90) new trades in addition to a number of specialized vocations. Meanwhile, there is also expansion in the five-year system technical schools for the education of technicians. Specialisations in these schools amount to almost 38 different types.

The Ministry is taking action to link technical education with production and services organisations. More than 20 schools have been established jointly with a number of production and services sectors.

All views expressed in response to the 'Working Paper on Developing and Innovating Education' called for maintaining the current two levels of technical education: the one for the preparation of 'skilled workers' in the 3-year technical secondary education schools and that for preparing "technicians" in the 5-year technical schools. They also called for further development of the content of technical and vocational education in conjunction with the production and services sectors so that these sectors may share more effectively in financing technical education and training its students at working sites. Expansion of the vocational secondary education system has also been recommended.

The ultimate aim of this is to provide the skilled labour necessary for meeting two fundamental requirements: the labour market needs for basic services in various trades and specialisations, and the demands of the socio-economic development plans. The supply is to maintain the level required by the employers and to go in line with technological progress so that this labour may be able to face competition abroad.

The intermediate goals are as follows:

a. Quantitative and qualitative expansion of skilled labour education in technical secondary schools.
b. Development of curricula and set books as well as provision of equipment.
c. Promoting means of linking technical secondary schools with production and services sectors.

Implementation is scheduled to start as of the school-year 1980/1981.

(5) Promoting Education in Regions of A Special Nature (Reclaimed areas, Sinai and new communities):

Desert invasion and the planning of a new map of population densities in Egypt governed by major agricultural and industrial projects have certainly become an inevitable need for Egypt to overcome her social and economic problems and head towards progress. And with the return of Sinai to Egypt it has become inevitable to assign for it special projects that make up for the hard times it has witnessed. Such integrated projects require a special format that guarantees the combined efforts of several ministries and authorities to promote the basic services in these regions. One of the issues that are given utmost priority by the comprehensive strategy of education is the adoption of new educational forms in the deserts and the northern coast ... etc.

Several opinions expressed by the bodies that discussed the 'Working Paper on Developing and Innovating Education' called for working out sophisticated plans for integrated social development in the two governorates of Sinai to be jointly undertaken by the education, health, social affairs, cultural and religious sectors, each in its respective jurisdiction.

These views further pointed out the need for devising distinctive educational plans for the new communities taking into account their new-born needs.

The ultimate aim of this is to offer up-to-date educational services in regions of a special nature.

The following are the intermediate goals:

a. Upgrading education in the two governorates of Sinai.
b. Promoting education in the Western Desert, the New Valley and the Northern Coast.
c. Innovating education in reclaimed areas and new cities.

Implementation is due to take place as of the school-year 1980/1981.

(6) Consolidation of Non-formal Education:

The existing and anticipated social, economic, scientific and technological changes in our society make the principle of the citizen's life-long education a pressing demand. Life-long education requires the availability of non-formal education institutions which integrate with formal education institutions to provide educational opportunities that keep pace with, are parallel to or complement school education.

The general recommendations have indicated that in many societies that spend a big percentage of national budgets on education there still is a certain ratio of candidates to compulsory education who are not absorbed by primary schools; these must adopt non-formal education modes due to their flexibility, capacity for adjustment and adaptation to rapid needs, in addition to their low cost.

Naturally,this does not mean that non-formal education replaces formal education. On the contrary it requires an educational policy which provides for the integration of formal and non-formal education activities in connection with offering integrated educational opportunities for the young and the adults thus making it possible for those who missed their chance or dropped out to complete their education paving the way for their return once again to formal education institutions, or otherwise making use of formal education utilities and authorities in non-formal education activities.

Non-formal education includes all efforts spent in the area of educating those who have had a limited share of education and are willing to get more of it after being involved in the world of work, or those who find it necessary to complete their education with the aim of keeping pace with current changes in the professions' structure. It further embodies such efforts as are expended in the fields of local communities' development, vocational training, agricultural extension, labour culture and public information, education of the young, education of women, health orientation, population and environmental education, adult-oriented training programs whether pre-service and in-service programs or programs organized prior to initiation into a new job. Furthermore, non-formal education embraces such programs as are directed towards the achievement of man's better investment of free time and more profitable exploitation of his environment's capabilities.

While granting that formal educational opportunities will grow in coming years, the capacities of this type of education to embrace those children, youths and adults who have had no previous access to educational opportunities will still remain inadequate. The only way available to those is to provide them with educational chances through non-formal education institutions, namely, places of worship, political, professional, social, cultural and trade - unionist organisations, factories and working sites, training centres, cooperative agricultural extension and rural development organizations, as well as mass communication media including the press, radio and television ... etc.

This program gives first priority to illiteracy eradication, since the problem of illiteracy is viewed as one of the most serious problems inherited by our society due to conditions of foreign occupation, suppression and social oppression in ages before the national revolution of July 23.

The program emphasizes the fact that illiteracy is not confined to the absence of reading and writing skills - a narrow concept still lingering in the minds of many people - but rather extends to a broader and more comprehensive sense, namely, social and cultural unawareness, professional insensibility, and political and national unconsciousness.

And since this phenomenon is multi-dimensional it is only natural and yet necessary to approach it from different angles and with untraditional means and to get the executive, popular, political, local and trade-unionist bodies involved in dealing with it.

The scientific approach necessary for handling this problem is based on classifying illiterates into three groups:

The first comprises ages 6-12 for whom the responsibility lies in the first place with education and knowledge-dissemination bodies.

The second embraces illiterates employed by the Government and the Public Sector. Responsibility for those is to be assumed by their respective organisations and bodies.

The third embodies illiterates in the Private Sector. Responsibility for those is that of popular, cultural, political and local administrations.

The Ministry of Education assumes responsibility for over 7.5 million male and female students. Therefore, the Ministry's plan depends currently on blocking the sources of illiteracy through gradually increasing the absorption ratio in the primary stage, a ratio that rose to 83% in the year 1979/1980. The plan has a target of reaching an absorption ratio of 95% by the advent of 1985. In addition, it aims at upgrading the competence of primary education with all its inputs, restricting the two phenomena of wastage and dropping-out to resist relapse into illiteracy, establishing one-class schools to educate those who have not joined primary education schools and offering a meal for primary stage children especially in remote and rural areas.

Yet it is illogical to imagine that, in addition to the task of being responsible for seven and a half million male and female students, the Ministry of Education could alone objectively and seriously take up the responsibility for the other two categories of illiterates, i.e. the group of government and public sector employees and that of the private sector who together constitute 9 to 12 million people.

In the light of the recent constitutional amendments that have cancelled the Arab Socialist Union and its supporting organisations and have confirmed the multiple-party principle, and also in view of the government system's philosophy which underlines the role of local bodies and confines that of central machinery to planning, follow-up and evaluation it has become necessary to reconsider Law No. 67 of 1970 on 'Illiteracy Eradication and Adult Education'. The revision of the law should particularly include the first article which stipulates that, "Adult education and illiteracy eradication is a political national responsibility ... Together with the Ministry of Education, the other ministries, local administration units, corporations and public organisations, the Confederation of Workers' Trade Unions and professional associations are bound to undertake this responsibility".

With regard to the last two categories of illiterates the role of the Ministry of Education is specifically to be the provision of technical consultation, the preparation of books and curricula, planning and teacher training.

Besides, the views expressed by the various bodies in response to the 'Working Paper on Developing and Innovating Education' are almost unanimous with regard to drafting a national plan at Republic level to be adopted by the parties as well as the popular and trade-unionist bodies that are to be assisted by the specialized technical staffs concerned with illiteracy eradication. The same views call for having more one-class schools in the hamlets and remote areas and upgrading their level of efficiency.

This program aims at consolidating non-formal education and strengthening its relations with formal education.

Its intermediate objectives are the following:

a. Working out a national plan for illiteracy eradication.
b. Drawing a plan and devising functional programs for women education.
c. Multiplying non-formal education opportunities for those who miss their chance of joining formal education institutions, who drop out or fail to continue successfully. The medium of 'one-class schools' and similar models is to be adopted for this purpose.
d. Offering non-formal education opportunities to meet the requirements of anticipated social, economic, scientific and technological changes in our society within the context of a life-long education for citizens.

Implementation of this program is due to take place as of the school-year 1980/1981.

B. Programs for the Development of Educational Welfare, of Evaluation Techniques and Student Inflow Rates:

(1) Student Educational Welfare:

Educational welfare of students is a basic element in the educational process, and it is agreed that the minor presence of educational activities represents part of the negative aspects of educational realities in our society. The consensus of opinions have voted the need for adopting various programs and activities that guarantee the handling of this situation, especially in the areas of religious, moral and citizenship education, implanting democracy in the hearts of the young, together with the other educational activities: physical education, social education and art education. This welfare is to be further provided through availability of nutrition, health care, educational and psychological guidance of learners.

The Ministry of Education has strived for offering several types of educational services for the welfare of students at different stages of their education. These services include nutrition and health care at school. The Ministry is hopeful that the services offered expand to include also educational, vocational and psychological guidance, while at the same time increasing chances of student activity in the fields of sports, art and environmental service ... etc.

The Ministry offers in cooperation with some international organisations and friendly agencies meals for almost three million students mostly in the rural regions in addition to all students of teacher training institutes for men and for women, technical secondary schools and military schools. The study conducted to appraise the value of nutrition at school has proved positive effects on efficiency and educational performance. Meanwhile, the offering of these meals is considered a humanitarian and healthy factor, particularly in the treatment of anaemia and malnutrition diseases.

Views expressed by the various bodies that discussed the 'Working Paper on Developing and Innovating Education' have been in full agreement with regard to the necessity of extending nutrition services to all pupils in the various educational stages whether in urban or rural communities stressing the need for offering these meals in wholesome packages. All these views called for the setting-up of integrated school health units that undertake both diagnosis and treatment and are to be jointly run by the sectors of education and health. They further demanded the generalisation of the sanitary inspectresses system as well as the system of the non-resident physician who visits the school once a week at least provided he spends adequate time there. In addition, they called for the multiplication of student activity opportunities, providing facilities for them. Students are to share part of the cost of these activities.

The ultimate aim of this is to establish religious and moral values, deepen the roots of democracy in the hearts of the young, and provide nutrition, health care, educational, vocational and psychological guidance as well as educational activities at an improved level.

The intermediate objectives are:

a. Implanting religious and moral values in the hearts of the young.

b. Establishing the rules of democratic practice among youth and giving attention to those activities that deepen the roots of democracy in their minds including Students' Unions.

c. Providing nutrition at school, especially in the basic education stage, in technical schools and teacher-training institutes.

d. Improving health care.

e. Providing educational and vocational orientation services as well as psychological guidance.

f. Giving support to educational, sports, social and arts activities.

Implementation of this program is scheduled to start as of the school-year 1980/1981.

(2) Welfare of Handicapped and Distinguished Students:

The welfare of handicapped and distinguished students aims basically at instructing and educating a type of students in various educational stages whose mental abilities, senses or physiques excel or are inferior to whatever qualifies for the pursuit of normal formal education, thus calling for designing special programs which prepare them for life and for involvement in society inasmuch as their conditions, abilities and aptitudes allow them, assuming that the wealth of a nation is derived from its power to develop the innate inclinations of its sons and to fruitfully make use of them.

And today we live in an age of science, intellectuality, creativity and inventiveness, an age of rapid development in which supremacy is for thought, intellect and science, one that demands a human capable of permanently moving forward in big strides, an age in which human resources are among the most important and serious elements of economic development.

It is doubtless that the distinguished represent the cream of these resources. They are human wealth and are important and effective powers that should be cared for by all ways and means to profit by them in making the generation of the future. That is because they are such a class of people who are highly capable of sound interpretation, logical thinking, understanding relations, and of coming to grips with global perceptions. Besides, they are known for their speed in accomplishing tasks with a high degree of efficiency and ability.

The Ministry, believing that education is a right of the handicapped guaranteed by the State in the same way it is for the normal, has not disregarded them but is offering them the care that is required by virtue of their respective disabilities.

And since sound educational rules call for the education of the handicapped in units where means, equipment and aids suitable for each handicap are available so that the handicapped do not develop a feeling of inferiority or backwardness due to inability to keep pace with their normal colleagues, the Ministry has set aside special schools for each type of disability or special classes annexed to the schools for normal children in all educational stages.

The same curricula are taught there except that plans, methods and techniques are changed so that they are adaptable to the conditions of each group and so that they become more appropriate to it in the light of its psychological, social and physical characteristics.

No doubt the aim is to give care to the handicapped and to prepare them to be good citizens with a role of doing good to themselves and to their society rather than be a burden on it or an idle force. Therefore, the Ministry is proceeding with offering more and more attention to them and giving relief to them.

The ultimate aim of this is to provide conditions and facilities that are proper for the welfare of handicapped and distinguished learners, to absorb more of them and to increase the services rendered to them.

The intermediate objectives are:

a. Providing a group of educational, social, psychologica , advisory and remedial service programs in all types of special education schools and institutes.

b. Planning psychologically-based educational programs for the handicapped to satisfy their need for a sense of security, acceptability, affection and belonging, in addition to training them in the social and vocational skills necessary to qualify them for a better life and a standard of living that befits them.

c. Introducing the latest methods adopted for preparing the distinguished since their early years and for developing their talents to the utmost in view of their being the topmost calibre of the society's human resources.

(3) Evaluation and Examination Techniques and Systems:

Evaluation and examination systems are a basic link in the chain of education constituents since they are an important and influential force in the development and innovation of the various aspects of the educational process.

Studies conducted by the educational research bodies have proved that current evaluation and examination systems are the weakest link in the educational chain despite efforts spent for their reform and development, and that development of evaluation systems and techniques is in itself a starting point that could be an approach to bringing about development in many other aspects of the educational process.

Most views expressed by the numerous bodies that responded to the 'Working Paper on Developing and Innovating Education' have called for the revision of examination techniques so that they do not merely measure the examinees' achievement but go beyond that to be a true measure of the different abilities of learners introducing whatever this requires in terms of systems and techniques including objective tests, essay-type tests as well as the development of the use of the school report so that it is both diagnostic and remedial.

The ultimate aim is the development of systems and techniques of evaluation and examinations.

The intermediate objectives are:

a. Development of evaluation and examination techniques.

b. Development and generalisation of the use of the school report.

Implementation is due to start in the school-year 1980/1981.

(4) Up-grading the Efficiency of The Educational System Through Improving Student Inflow Rates, Reformation of Private Education and Taking Action to Step Up Its Levels:

The strategy of quantitative expansion adopted by educational policy in past years has resulted in a lower quality of educational output evident in a high drop-out and failure rate in some grades of the primary stage. And although recent efforts have led to reducing wastage and drop-out rates in the primary stage from 30-40% to nearly 10-12%, this latter ratio is still high. The Ministry hopes through implementing this program to raise the efficiency of the educational system and to diminish the two phenomena of wastage and failure.

Educational research centres have conducted several studies on the problems of drop-outs and failures with the aim of improving the efficiency of the educational system as a whole and raising the student inflow rates. This involves the availability and organization of special tuition groups in certain school subjects for weak students in accordance with their own needs and without overburdening them so as to ease the problem of private coaching. It further involves the subjection of failure chances in the various grades and educational stages to a certain system of control in such a way that guarantees seriousness of learning and avoidance of wasting educational opportunities.

Private Education has had its role in the educational movement in Egypt, a role that has developed as a result of the development of social and political conditions in the country. In stages prior to national independence some types of private (non-governmental) schools had a negative role of disseminating certain foreign cultures and trends at the expense of national culture and values; others had the positive role of providing the sons of the people with opportunities for rightly-guided national education.

The July, 1952 Revolution has settled these issues decisively, while the Constitution has emphasized that "The State supervises all types of education". In 1969 the Law on Private Education was issued. Under this law all aspects of this education have been organized. The Ministry has come to be supervisor of private and language schools. These schools have furthermore followed the plans and curricula devised by the Ministry. And public interest demands that enforcement of the Law on Private Education both in letter and spirit be emphasized. It also calls for dealing with the negative trends demonstrated by some of these schools in the world of reality, trends which divert them from genuine national educational goals. Furthermore, it requires action to step up the level of private education.

The ultimate aim is to improve the efficiency level of the educational system through betterment of student inflow rates, reform of private education and taking action to upgrade its level.

Intermediate objectives are:

a. Improvement of student inflow rates in the basic education stage.

b. Improvement of student inflow rates in the general secondary education stage.

c. Improving student inflow rates in the technical secondary education stage.

d. Rectification of private education and taking action to promote its standard.

Implementation of this program is due to start as of the school year 1980/1981.

C. Program for Teacher Education & Training:

Teachers have a prominent and prestigeous position as the major factor on which depends the success of education in reaching its goals. Therefore one of the most salient features of the education development plan is the importance given to teacher education and training and the consideration given to all social, cultural and material conditions of teachers.

The comprehensive strategy for educational development embodies several programs which make the development of teacher education and training an inevitable need. The added weight given to pre-school education of children, the prolongation of the compulsory stage to be nine years of basic education which is based on linking theoretical and applied aspects, the enrichment of curricula with activities and practical skills, the development of general and technical secondary education are all measures that make the development of teacher education and training extremely important.

All views expressed by the bodies that responded to the "Working Paper on Developing and Innovating Education" have affirmed that teachers are the pivots of educational development and innovation and therefore should be given top priority with regard to education and training as well as to their professional, social and financial status. Almost all views see the need for unifying the source of teacher education, no matter where the graduate teacher will work, be it in basic education, general secondary or technical secondary, i.e., by having all of those prospective teachers pedagogically trained at the university level, while at the same time training those already employed in primary education whose number totals almost 140,000, upgrading their qualification level to that of a university graduate.

The Ministry has undertaken jointly with a number of academic bodies an elaborate study of the issue of 'teacher-training' and the results of the study are all scheduled to be put into practice.

The ultimate aim of all this is to raise the level of teacher education and training, together with unifying the source of teacher education.

The intermediate objectives run as follows:

a. Preparation of Kindergarten and nursery teachers and administrative staffs.

b. Initiating sections for the pre-service training of basic education (9 grades) teachers at the faculties of education.

c. Development of the curricula of teacher-training institutes for men and women. These curricula have already been developed and are being finalized in preparation for implementation which is to start at the beginning of the school-year 1980/1981.

d. Linking the existing teacher training institutes for men and women with the faculties of education in so far as academic and educational supervision is concerned and in connection with filling the gaps in their teaching staffs until these institutes are transformed into affiliate sections of the faculties of education.

e. Starting the project for upgrading the qualification level of present primary school teachers to a university level.

f. Educating prospective teachers of technical schoolsat the faculties of education. Studies concerning this trend have been completed and action will be taken for implementation in 1980/1981.

g. Development of plans and curricula for Second Stage teacher education. The Ministry has completed the study of this subject in cooperation with the faculties of education and the National Centre for Educational Research.

Implementation of this program is due to take place starting the school-year 1980/1981.

D. Buildings, Equipment and Educational Aids Program:

With emphasis on the strategy for quantitative expansion that continued for years in our society there has been an enormous increase in the number of pupils joining schools in the various educational stages without a corresponding expansion of school buildings, equipment, educational aids, ... etc. This has led to a big shortage in the currently available facilities for buildings, equipment and educational aids. In addition there is an urgent demand for the renovation of existing utilities and the introduction of new educational aids and sophisticated equipment.

With regard to school buildings the Ministry's experience points out to a period in its history when a special Buildings Department within the Ministry's structure was responsible for the design and maintenance of buildings. Later, the Educational Buildings Organisation was established and was in charge of designs, execution and follow-up. The Organisation rendered many services in this respect.

Under the decentralization and local government systems the establishment, equipping and administration of schools at various levels have become the responsibility of the local authorities.

Nevertheless, it is good to have a technical office that could be affiliated to the Ministry of Housing. It is to be entrusted with the design of different models of educational buildings that suit the nature and type of the various educational institutions as well as the nature of local environments. This office could also undertake the planning of studies on costing rates of the construction and equipping of the various types of schools so that the technical experience of this staff is at the disposal of their excellencies the Governors and the local government offices entrusted with execution.

As to the aids, equipment and laboratories currently installed in schools anyone who ponders over the items of chapter two of the budget will notice the low expenditure rate in connection with items related to renovation essential to the educational process, whether those items are related to the pupil or the classroom. This situation requires a revision of chapter two with the aim of having better rates so as to allow for the performance of a high - standard educational service using modern and untraditional educational materials and aids.

Most views on the 'Working Paper on Developing and Innovating Education' expressed by the numerous bodies that responded to it have called for the re-institution of the 'Educational Buildings Organisation' setting up one of its units in each of the educational directorates. The function of this unit will be to design school buildings and execute those designs. The designs are to be simple and varied in accordance with local conditions. The aforementioned views have also been in perfect agreement with regard to the need for making it compulsory that owners of land plots meant for construction commit themselves to building schools on those plotted areas.

The Ministry has estimated the investments required for buildings and equipping works over the coming five years at approximately L.E. 710 million of which L.E. 250 million are for building and equipage of 3,700 schools so as to cancel the second shift in primary schools, and L.E. 45 million for the establishment and equipage of nearly 400 schools in order to cancel the second shift in preparatory schools. The remaining L.E. 415 million are meant for the investments in the plan including new buildings, replacement, rooms, utilities, equipping as well as requisites for the educational process.

The ultimate aim is to supply the appropriate number and type of educational buildings and equipment for various types and stages of education.

Intermediate objectives include:

a. Replacing unfit buildings by new ones, taking into consideration the adoption of the one-shift system in all stages and types of education.

b. Setting up new buildings to meet the requirements of expansion in basic education, general and technical secondary education and teacher-training institutes, having in mind those simple models suitable for various environments.

c. Development of educational aids and equipment.

d. Maintenance and renovation of school buildings.

E. Programs for Development of Educational Administration, Data and Research Systems, and Funding:

(1) Educational Administration:

Development of educational administration at the central, regional and local levels is considered to be one of the necessary requisites for the achievement of comprehensive educational development. The Ministry of Education took the initiative early enough of encouraging decentralisation as a system of her work. Conducive to that effort was the spread of educational institutions throughout the whole of Egypt. Stabilizing the decentralisation system requires further validation of planning operations right from the top educational administration levels and down to the basic educational unit which is the school. It also demands the validation of the processes of organizing and coordinating human resources and available material facilities. With the new development policy in view there is need for strengthening the foundations of the concept of sound educational administration, scientifically-based follow-up practices and continual assessment. Meanwhile, compliance with the principles of educational policy makes the firm rooting of the element of democracy in educational administration one of the preconditions necessary for the permeation of a democratic climate that has its echo in raising the new generation, one that accompanies the principle of democratic educational administration and the accomplishment of greater authentic cooperation between the machinery of the Ministry of Education and of other ministries and establishments concerned with development.

A basic characteristic of the new educational administration is to seek the assistance of new administration technologies in the form of adopting techniques of programmed budget as well as communication and data systems that guarantee speed in taking the right decisions.

The responses of the various bodies that studied the 'Working Paper on Developing and Innovating Education' have pointed out the need for the existence at all levels, starting with the school and ending up with the regional educational directorate and the Ministry, of a modern administration system that follows new trends in the administration science. They have further called for supplying the departments of planning and follow-up at the educational directorates with more trained personnel.

The ultimate aim is to develop the educational administration bodies, both central and non-central, with a view to augmenting the efficiency of administrative and educational work.

The intermediate objectives are:

a. Educating and training the top-ranking staff needed to carry out the new tasks of educational administration both at the central and local levels.

b. Upgrading the competency and work techniques of central and non-central administrations to make them capable of undertaking the tasks entrusted to them (i.e. planning, follow-up and assessment).

c. Development and innovation of work techniques and technologies through the use of computers in planning, evaluation and programming operations.

d. Implanting the element of democracy and share-taking in educational administration.

Implementation of the program is due to take place as of the year 1980/1981.

(2) Communication & Data Systems:

In the light of the current development of the State's general administrative organisation with the resulting progressive move toward administrative decentralization and the upholding of the local government system the role of the central ministry has been confined basically to operations of planning, research, national policy-making and follow-up of the actual implementation of these policies. This implementation is undertaken either by the local government authorities or the public sector units according to the type of activity.

This organizational development has been evident in the transformation of some central ministries into State ministries delegating their executive jurisdictions to the local authorities.

This development leads to the inevitability of establishing a data system that provides for the flow of information from the service-performing centres and execution locations at the various levels to the technical bodies concerned with planning and follow-up at the Ministry of State.

The objectives of the proposed system lie in setting up a network of communication channels between centres of performance and execution of educational services on the one hand and the Ministry on the other, provided that they culminate in the following results:

- Facilitating the flow of data connected with the various dimensions of the educational process from the educational service performance centres to the Ministry in such a way, timing and with such a degree of accuracy that enables it to plan, follow-up and evaluate educational activity in the light of national objectives and policies.

- Facilitating the coordination of situations and educational activities on the local and regional levels in accordance with criteria and bases reflected by rational educational plans and policies.
- Producing a set of statistical indicators that allow the Ministry to rapidly familiarize itself with educational conditions and activities, detect the impediments in their way and consequently make it possible to take the appropriate measures for correcting the course of performance and improving its efficiency.
- Facilitating the exchange of information between the Ministry headquarters and the educational service localities with regard to preparation of local plans and programs and ensuring clarity of educational objectives, policies and systems on the part of executive units.

Implementation of the program is scheduled to begin as of the year 1980/1981.

(3) Educational Research and Innovation Systems:

The continual innovation of the educational system requires the existence of a competent staff that broods over the study of contemporary educational conditions whether at home or in the international community and conducts educational researches and studies necessary for the development of the educational process in accordance with the most up-to-date findings of new educational experiments. The existence of this staff gains importance in view of the continual innovations in all elements of the educational process that our system aspires to adopt in order to become a regenerative system that keeps pace with the age in which we live.

A great number of the views expressed in response to the 'Working Paper on Developing and Innovating Education' stressed the importance of consolidating educational research, planning and statistics staffs both at the central and local levels.

The general aim of this program is the development of the educational research and innovation staffs and processes in accordance with the demands of the comprehensive development plan.

The intermediate objectives are:

a. Development of the National Centre for Educational

Research and its supporting departments in accordance with the latest research, documentation and data systems so that they meet the demands of development.

b. Validating the educational planning, documentation and statistics departments through the use of modern techniques, instruments and equipment.

c. Supporting the training and services departments to enable them to meet the requirements of the new stage.

Implementation of the program is due to start as of the school-year 1980/1981.

(4) Funding Education:

Among the negative aspects that caused education in Egypt to suffer is the inadequacy of appropriations earmarked for it, especially with regard to investments necessary for buildings, equipment or educational aids. In the previous year it was possible to earmark 5% of the total national investments for education and scientific research. Nevertheless, a truly analytic examination of the education budget and its allocations in the various chapters will show that allocations in chapter one for salaries, remunerations, etc. represent (80%) of the total budget, while no more than 15% has been allocated in chapter two for requisites and aids of the educational process. Similarly, the allocations in chapter three of the budget for buildings and equipment do not exceed (5%) of the total budget (approximately L.E. 450 million).

Public interest and sound educational budgeting demand that allocations in the second and third chapters be increased at meditated rates so that the educational process may be satisfactorily accomplished. It is noteworthy that the necessary investments required for education are estimated at approximately L.E. 710 million.

There has been a consensus of opinion among the various bodies that discussed the 'Working Paper on Developing and Innovating of Education' that production sectors which make use of graduates should necessarily share in bearing part of the expenditure as well as contribute both materially and technically to training students of technical schools. These views have also been in perfect agreement with regard to the necessity of participation by popular, local and trade-unionist bodies in the school-buildings' construction plan. Most of these views suggested the establishment of an "Education Fund" in each governorate the proceeds of which are to be appropriated for financing education.

Students are to contribute also a share of money for the purpose of funding educational activities while self-propelled efforts for the construction and equipping of schools are still to be encouraged.

The ultimate aim of this is:

- Supplying the financial resources needed for education on the basis of rates necessary for the various aspects of the educational process including stipends, services, requisites and investments.
- Increasing the financial resources available for education while rationalizing expenditure and developing educational return.

Intermediate objectives are:

a. Providing the necessary funds for the various aspects of the educational process with regard to salaries, aids, equipment and investments necessary for the various types of education.
b. Developing sources of funding.
c. Encouraging self-propelled efforts.

The implementation of this main program and its sub-programs is targeted to take place as of the year 1981/1982.

Fourth: Method of Implementation

To observe public interest and guarantee the best results with regard to implementation, management and follow-up of this huge national work the Ministry proposes the formation of a Principal Steering and Supervisory Commission which comprises top-ranking officials responsible for educational work. The Commission is to embrace members from the Ministry, the National Centre for Educational Research, the Teachers' Association, the National Council on Education, People's Assembly Committee on Education, the Higher Council of Universities, faculties of education as well as a number of personalities well - versed in issues of social, cultural and economic development. This commission will have the task of supervising the timely execution of programs and the mutual interaction of their activities. The commission will also have the responsibility of steering the work of sub-committees in accordance with requirements of development and innovation.

A group of sub-committees emerge from this principal commission. Each is to be assigned one of the major programs to follow up its executive steps and measures in accordance with the planned schedules. These committees will embrace as members officials and experts concerned with implementation in the central, local and popular bodies.

Such an organisation guarantees the continuation of efforts already started by the Ministry as it proceeds towards development and innovation. It also safeguards the achievement of the planned overall objective of developing and innovating education in Egypt, as well as the coordinated and effective implementation of all these programs.

The Ministry has taken the initiative of working out a general framework of the plan of action for implementation of these programs. The plan includes the following details:

- Major and intermediate objectives of each program.
- Tasks and activities in each program.
- Participants in program implementation.
- Anticipated timing of each program.

The Ministry submits the general outline of these programs to the Principal Steering and Supervisory Commission and the group of sub-committees for study and finalisation.

To conclude this report, it is probably advantageous to emphasize once again a number of important considerations:

First: That the development and innovation of education are a continuous and sustained process and are not an effort tied up with a definite period of time after which development ceases or is interrupted. They are a necessity imposed by the motion and growth of society. Development programs represent at any time the requirements of the coming stage in the life of Egyptian society.

Second: Action for implementation of these programs has already started in many areas of this huge process as referred to previously in the preface (Page 12).

This action will now proceed with a concerted effort for the implementation of all these programs since they are related activities within an integrated educational pattern which reflects the "thoughts on reform" as detailed in this report.

Third: Progress in the implementation of these programs is, of course, governed by the availability of necessary human and material resources, apart from clarity of vision and good will.

Finally, "Thoughts on reform" - crystallized in their philosophy, strategy, policy and implementation plans - are the joint responsibility of the Ministry's machinery, that has so far shouldered the bulk of the burden of planning and execution, and of the local government system whose character is now being asserted and whose responsibilities are getting inflated. Sharing this task also are the numerous popular bodies, political organisations and trade unions that have affirmed, through participation in the 'Working Paper' discussions, their willingness to and keenness on assuming their effective role in developing and innovating education.

Hundreds of renowned experts in various sectors and organisations - both governmental and popular, central and local - will join efforts in a national action of great magnitude which is concerted, unceasing, based on clear visions of the future we aspire to, of our means to make it real, of the basic role of education, with all its forms and levels, in developing the Egyptian individual, the maker of that future and its aim.